Neap

Trial Examination 2022

VCE English as an Additional Language (EAL) Units 3&4

Aural and Written Examination

Question and Answer Booklet

Student's Name: _____

Teacher's Name: _____

Section	*Number of questions*	*Number of questions to be answered*	*Percentage of total marks*
A – Listening to texts	2	2	20
B – Analytical interpretation of a text	28	1	40
C – Argument and persuasive language	2	2	40
			Total 100

Students are permitted to bring into the examination room: pens, pencils, highlighters, erasers, sharpeners, rulers and an English and/or bilingual printed dictionary.

Students are NOT permitted to bring into the examination room: blank sheets of paper and/or correction fluid/tape.

No calculator is allowed in this examination.

Materials supplied

Question and answer booklet of 24 pages, including **assessment criteria** on page 24

Task booklet of 10 pages

Instructions

Write your **name** and your **teacher's name** in the space provided above on this page.

All written responses must be in English.

At the end of the examination

You may keep the task booklet.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

Students are advised that this is a trial examination only and cannot in any way guarantee the content or the format of the 2022 VCE EAL Units 3&4 Aural and Written Examination.

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SECTION A – LISTENING TO TEXTS

Instructions for Section A

You will hear two texts. Each text will be played twice. There will be a short break between the first and second playings of each text. You may make notes at any time.

Listen carefully to each text and then answer the following questions.

Section A is worth 20 per cent of the total marks for the examination.

TEXT 1

Background information

Kate and Olivia are sisters. They are discussing a light show happening near their house.

You may make notes in this space.

Question 1 (10 marks)

a. Which room of the house is Kate in? 1 mark

_____

b. How did each speaker learn about the light show? 2 marks

Kate	Olivia

c. Suggest **one** word to describe each speaker's tone when they discuss the jacket. 1 mark

Word to describe Kate's tone

_____

Word to describe Olivia's tone

_____

d. What does Kate mean when she says 'it's not like you were asking for a million dollars'? 2 marks

_____

_____

_____

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e. Kate and Olivia have a disagreement.

Have they had a similar disagreement before? Give **one** quote to support your response. 2 marks

_____

_____

_____

_____

f. Who is older: Kate or Olivia? Support your answer with **one** piece of evidence. 1 mark

_____

_____

_____

g. Do Kate and Olivia decide to go to the light show together? 1 mark

_____

You may make notes in this space.

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TEXT 2

Background information

Sam Brown is a café owner and lifeguard. A lifeguard is a person who helps keep swimmers safe. Sam is speaking to a group of school students about how they can be safe around water.

Question 2 (10 marks)

You may make notes in this space.

a. Does Sam believe people should swim alone? Support your response with an example of her language and delivery. 2 marks

_____

_____

_____

b. According to Sam, what are **two** reasons why a person might not help someone who is in danger in the water? 2 marks

1. _____

_____

2. _____

_____

c. Suggest a word to describe Sam's attitude to swimming in the ocean and swimming in pools. Provide **one** piece of evidence to support each attitude. 2 marks

	Ocean	**Swimming pools**
Attitude		
Evidence		

d. What benefit does Sam say swimming lessons have for experienced swimmers? 1 mark

_____

_____

e. Did Sam swim far from the beach when she was a teenager? 1 mark

_____

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f. Is there more than one café at South Side Beach? Support your answer with **one** piece of evidence. 2 marks

You may make notes in this space.

SECTION B – ANALYTICAL INTERPRETATION OF A TEXT

Instructions for Section B

Section B requires students to write an analytical interpretation of a selected text in response to **one** topic (either **i.** or **ii.**) on **one** text. The topics can be found on pages 2–6 of the task booklet.

Your response should be supported by close reference to the selected text.

If your selected text is a collection of poetry or short stories, you may write on several poems or stories, or on **at least two** in close detail.

Indicate which text you have chosen to write on and whether you have chosen to answer **i.** or **ii.** by shading the appropriate boxes.

Your response will be assessed according to the assessment criteria set out on page 24 of this booklet.

Section B is worth 40 per cent of the total marks for the examination.

Shade the box next to your selected text.

☐ *After Darkness* . . . . . Christine Piper

☐ *All the Light We Cannot See* . . . . . Anthony Doerr

☐ *Extinction* . . . . . Hannie Rayson

☐ *False Claims of Colonial Thieves* . . . . . Charmaine Papertalk Greene and John Kinsella

☐ *Flames* . . . . . Robbie Arnott

☐ *Go, Went, Gone* . . . . . Jenny Erpenbeck

☐ *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* . . . . . Malala Yousafzai with Christina Lamb

☐ *In Cold Blood* . . . . . Truman Capote

☐ *Like a House on Fire* . . . . . Cate Kennedy

☐ *Much Ado About Nothing* . . . . . William Shakespeare

☐ *Nine Days* . . . . . Toni Jordan

☐ *Persepolis: The Story of a Childhood* . . . . . Marjane Satrapi

☐ *Photograph 51* . . . . . Anna Ziegler

☐ *Pride and Prejudice* . . . . . Jane Austen

☐ *Rear Window* . . . . . directed by Alfred Hitchcock

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- ☐ *Reckoning* . . . . . Magda Szubanski
- ☐ *Runaway* . . . . . Alice Munro
- ☐ *Station Eleven* . . . . . Emily St John Mandel
- ☐ *Stories We Tell* . . . . . directed by Sarah Polley
- ☐ *The 7 Stages of Grieving* . . . . . Wesley Enoch and Deborah Mailman
- ☐ *The Crucible* . . . . . Arthur Miller
- ☐ *The Erratics* . . . . . Vicki Laveau-Harvie
- ☐ *The Hate Race* . . . . . Maxine Beneba Clarke
- ☐ *The Queen* . . . . . directed by Stephen Frears
- ☐ *The Women of Troy* . . . . . Euripides
- ☐ *Things Fall Apart* . . . . . Chinua Achebe
- ☐ *Things We Didn't See Coming* . . . . . Steven Amsterdam
- ☐ *William Wordsworth: Poems selected by Seamus Heaney* . . . . . William Wordsworth

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Shade the box next to your selected topic.

☐ **i.** or ☐ **ii.**

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SECTION C – ARGUMENT AND PERSUASIVE LANGUAGE

Instructions for Section C

Section C consists of **two** questions.

Read the background information on page 7 and the material on pages 8 and 9 of the task booklet, and then complete **both** Questions 1 and 2.

For the purposes of this task, the term 'language' refers to written, spoken and visual language.

Your response to Question 2 will be assessed according to the assessment criteria set out on page 24 of this booklet.

Section C is worth 40 per cent of the total marks for the examination.

Questions 1 and 2 are equally weighted.

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Question 1 (10 marks)

a. What is one reason Lett gives for not supporting gated communities? In your response, include **one** example she gives to support this reason. 2 marks

Reason _____

_____

Example _____

_____

b. According to Lett, what are **two** reasons why Zenith Estate is not a suitable development for Carringvale? 2 marks

1. _____

_____

_____

2. _____

_____

_____

c. Give **one** word to describe Lett's attitude towards the future residents of Zenith Estate. 1 mark

_____

d. What does Lett mean when she says 'this is no gateway to the good life'? 2 marks

_____

_____

_____

_____

e. What are **two** arguments that Chambers uses to refute Lett? 2 marks

1. _____

_____

_____

2. _____

_____

_____

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f. In your own words, explain what Chambers suggests is Lett's true motivation for writing her article. 1 mark

Question 2 (10 marks)

Analyse the ways in which the writers use argument and written and visual language to try to persuade others to share their points of view. In your response, use the material on pages 8 and 9 of the task booklet.

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Assessment criteria

Section B will be assessed against the following criteria:

- knowledge and understanding of the text, and the ideas and issues it explores, demonstrated appropriately in response to the topic
- development of a coherent analysis in response to the topic
- control of expressive and effective language, as appropriate to the task

Question 2 of Section C will be assessed against the following criteria:

- analysis of the use of argument and language to try to persuade
- control of the mechanics of the English language to convey meaning

END OF QUESTION AND ANSWER BOOKLET

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Aural and Written Examination

Section A Transcript

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*For your reference, this document contains the transcript of the audio file for Section A. The transcript should **not** be provided to students before or during the examination.*

TEXT 1

OLIVIA: Kate? Kate! Where are you?

KATE: I'm in here.

OLIVIA: Where?

KATE: Here.

OLIVIA: Oh, you're in the lounge room. I thought you were in the kitchen.

KATE: It was too cold in the kitchen, so I moved.

OLIVIA: Um … so, are you staying home today?

KATE: I am now, my plans have changed. Aunt Laura's car isn't working so she can't pick me up anymore.

OLIVIA: Oh, good.

KATE: That's … good? Her car is broken down.

OLIVIA: Oh no, no, sorry. That isn't what I meant.

KATE: What did you mean?

OLIVIA: I was thinking about going to see the light show on Main Street. There are all kinds of different lights decorating the trees and buildings. It's supposed to be really beautiful at night, according to the TV news.

KATE: Yeah, I heard about that at school. Some of the girls went last weekend and they loved it. They took some really great photos. Tonight might be a good night to go.

OLIVIA: Exactly. It will be cold, but I don't think it will rain. Can I borrow your green jacket?

KATE: Uh, then what will I wear?

OLIVIA: Whatever you want to wear. It's pretty comfortable in here.

KATE: Are you … don't you want me to come?

OLIVIA: Oh, uh, no … I do want you to come. Of course I do. I just thought you wouldn't want to come. There will be a lot of walking and you don't like walking. I can't imagine you'd enjoy it. It's probably not your kind of thing.

KATE: Are you going with someone else?

OLIVIA: [sheepishly] Yeah … Maddie and Fatima.

KATE: [frustrated] And you don't want me there as well? Olivia! Why are you always like this?

OLIVIA: I … oh … I just wasn't thinking. I'm sorry. I just wanted some alone time with my friends after being stuck at home all week.

KATE: Well, you need to start thinking. You can't keep saying things that hurt people.

OLIVIA: I know. I'm trying. It's just really hard when I'm in a hurry.

KATE: Next time, why don't you just ask me for what you need? If you had just come in and told me you wanted to borrow my jacket, it would have been fine.

OLIVIA: Really?

KATE: Yes, really. Often it's best to be direct when you want something.

OLIVIA: But I get afraid that the person will say no. They might think I'm being unreasonable.

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KATE: It's not like you were asking for a million dollars. The person might say no, but that doesn't mean they are angry with you. There might be lots of reasons they say no. It's okay to say no and it's okay for people to say no to you.

OLIVIA: Yeah, okay, I guess you're right. I find this stuff hard, though.

KATE: I know. It does gets easier. When I was your age, I remember feeling the same way. So, go and have a fun time at the light show. Just be careful to stay with your friends and not get lost.

OLIVIA: I will. And thanks.

KATE: No problem, Olivia. See you later tonight.

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TEXT 2

SAM: Good morning, everyone. My name is Sam Brown.

I adore water. I always have – ever since I was a child. Swimming in pools is fine, but it's the ocean I find hard to resist. I think that is why I became a swimming teacher and a lifeguard at my local beach when I was a teenager. That's now over 10 years ago, and I still work as a lifeguard twice a week.

Now I have my own business, the café at South Side Beach. I get there early each morning, before the sun rises. I always wanted to get out into the water, but I can't! Even though the water is calling my name! Instead, I stay inside and start my coffee machine.

When I was your age, I could not get enough of the beach. As soon as the weather was warm enough, I would head down every day after school with my friends. The ocean is so powerful, yet also so peaceful. I am sure many of you have the same feeling about swimming.

I know there are others here who don't love swimming. Maybe you've never really spent time at the beach. Maybe you only like swimming in a pool. Maybe you don't like water at all. However, it is still important to know how to be safe.

Back in Year 9, my friends and I enjoyed swimming out further away from the crowds in summer. We'd find a nice quiet spot all to ourselves. A few times a week, I would swim alone.

Now, swimming alone is … not the best idea. If you get into trouble, there is ***nobody*** to help you. I remember being 13 – you can feel like nothing can hurt you. The truth is, that attitude is dangerous. So, that is the first thing to remember.

The next thing to remember is that everyone gets tired. I know, what a strange thing to say. Of course everyone gets tired. But while it's lovely to swim away from the beach, you also have to swim back in. The swim back can be much longer than you think and you can get tired quickly. I know I used to dread needing to swim back to the beach. Swimming is hard work! Remember your limits, no matter where you swim, and don't swim out too far. If you're tired, you're not going to be able to help yourself or others if something bad happens.

Also, take some swimming lessons if you can, just to feel more comfortable. You may never want to swim, but it is safer if you know what to do in an emergency. If you already swim a lot, lessons can help you improve so you can swim without getting as tired. If you don't know how to swim, you can pick up the basics. This can be very handy. You can also learn how to help others in the water.

That brings me to my last point: helping others. It is natural to want to help someone who is in danger in the water. However, think carefully. You need to help yourself first. If you try to help someone, and you also get in trouble, more people will have to come help both of you. Often the best thing to do is to go and get help from someone who knows what they are doing. This brings me back to my first point about the dangers of swimming alone or somewhere very quiet.

The water is beautiful. I don't want to scare you or make you believe you shouldn't swim. I love swimming and I hope you can too. I just want to remind you that you need to be careful.

If you find yourself down at South Side Beach, please come into the café and say hello. I would love to point out a few of my favourite swimming spots and, more importantly, show you where it's safe to swim.

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